

## BUDGET

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The purpose of the budget for the *Consolidated Plan and Funding Application* is to enable districts to secure noncompetitive categorical grant funding. This includes both noncompetitive flow-through grants and noncompetitive continuations of grants that were originally awarded competitively.

Necessary information for school and district planning committees to prepare and complete their budgets includes:

- Identification of noncompetitive categorical grant funds available in the district to inform stakeholders and planning committees of the variety of funding sources
- Awareness of the variety of funding sources available through the district for school programs
- Alternative resources that planning committees may have to support their activities
- Discussions between school and district personnel, board members, and other planning partners to acknowledge how funds are spent at the school and district level
- A “spreadsheet approach” to show integration as well as identification of funding sources
- Examples of how funds may be used by MUNIS object codes found in the *Funding Matrix*

The *Funding Matrix* is a supplemental document meant to assist the planning committees’ efforts to leverage all available resources. After school and district planning committees have determined their priority needs, goals, strategies, and activities, the *Funding Matrix* can be consulted to identify what funding sources can be used for specific types of activities. For example, the document shows that an educational consultant can be paid from many funding sources; however, a consultant’s activities may be restricted depending on the source of funds for his or her services. Next, the district planning committee will:

- Analyze funding requests from school planning committees to support their school plan
- Analyze funding needs not directly tied to school requests
- Use the *Funding Matrix* to identify approved expenditures for each categorical program
- Determine tentative grant allocations

This knowledge provides the basis for completion of the district’s budget for categorical programs. The district planning committee aggregates the funding needs of schools, district programs, and board activities specific to the needs of the district. Working with the district’s finance officer, the district planning committee determines the categorical programs and budget areas to which expenditures may be charged, and develops the district’s line item budget for categorical funds. The finance officer then enters the budget into the MUNIS accounting system for the district, and electronically submits this information to the Division of School Finance at the Department of Education. The district’s budget must be reviewed by school councils, who provide comments to the local board **prior to** the adoption of the budgets, as required by 702 KAR 3:246.

Finally, the finance officer, working with the district planning committee, completes the District Budget Summary for Categorical Programs (see pages 34-36). This budget summary identifies:

- Each school by name and assigned school identification number (as recognized in the Kentucky Department of Education data file)

- Total amount of categorical funds allocated to each school by program title and MUNIS project number
- Total amount of categorical funds allocated to district programs (associated with unit 000 in MUNIS) by program title and MUNIS project number
- Total amount of categorical funds allocated to serve private nonprofit schools identified by the assigned school identification number as recognized in the Kentucky Department of Education Data File

**Note:** A new MUNIS budget and District Budget Summary for Categorical Programs is submitted to the Department of Education each year, whether or not the district action plan is revised.

## AMENDMENT GUIDELINES FOR DISTRICT PLANS

Even though an extensive planning process has been used, there may be occasions when changes to the budget of the district plan are required to meet unexpected needs. There are two situations when a **budget amendment** is required:

- A budget amendment is required to open an object code series once a program budget has been approved in writing or electronically by the state or federal program staff in the Kentucky Department of Education. There is no limitation on over-expenditure in an approved object code series as long as the total allocation is not exceeded. The expenditure report may reflect over-expenditures and under-expenditures in individual object codes.
- A budget amendment is required to purchase equipment that costs \$5,000 or more per unit after the initial budget has been submitted and approved. This is not a change in inventory procedures. Inventory procedures must follow state guidelines unless the federal guidelines are more restrictive.

A **program amendment** is required when there is a need for a major or substantial change to the action plan; i.e., changing a priority or goal, changing the focus of an objective or strategy, and/or significantly expanding or deleting important services to children as described in the action plan.

District amendments are submitted via the electronic format of the *Consolidated Plan and Funding Application* by the local district superintendent or his/her designee. Results of the amendment review by Kentucky Department of Education program staff are completed within ten working days and the district is notified by email.

## DISTRICT PROCEDURES FOR CONSORTIA

There are two federal laws that *require* consortia provisions. They are Perkins III and Eisenhower (Improving America's Schools Act, Title II). Each of these laws contains a waiver provision. For detailed information regarding the waiver process, please contact the appropriate district or state program coordinator. Requirements related to consortium (Perkins and Eisenhower) are:

- A district must generate a required minimum level of funds or enter into a consortium in order to be eligible to receive the funds for the program
- An entity that acts as the fiscal agent for a consortium, other than a school district, must submit a consortium plan and budget

- When a district is the fiscal agent for a consortium, the district will address consortium activities in its action plan and include consortium funds in its consolidated plan budget
- Each district that is a member of a consortium shall reflect in its action plan (where appropriate) how the consortium supports the school and district in meeting priority needs

Members of a consortium designate the fiscal agent as the recipient of the funds allocated for the program. The fiscal agent receives the funds in a direct grant from the Kentucky Department of Education, maintains the funds and pays all expenses for operating the agreed upon program for the consortium members.

The consortium members work with the fiscal agent to develop a plan for the specific program according to the criteria established by that program. The plan must show how the consortium will address the needs of its participating school districts and include a budget that accounts for all funds received for the program.

Each school district shall reference the intended work of the consortium in helping to carry out activities by citing the consortium as a source of assistance in the action plan of its consolidated plan. The reference shall appear in the "Fund Source" column of the action plan, indicating program and consortium name.

Local school districts serving as a consortium fiscal agent will enter MUNIS codes in their consolidated plan budget for the program they administer. They will enter consortium dollar amounts in the appropriate program column on the *District Budget Summary* page as follows:

- No dollar figures will be entered on school lines.
- If the fiscal agent retains funds for administrative expenses, the amount is entered on the "District Administration" line.
- If a specified dollar amount is for providing services to private non-profit schools, the amount is entered on the "Private Non-Profit" line.
- Funds used to carry out the activities of the consortium (minus funds for administration and private non-profit) are recorded on the "District Program" line.
- The total of the "District Program" line and if applicable the "District Administration" and "Private Non-Profit" line must equal the amount of the consortium funds and is reflected on the "TOTAL" line.
- The name of the fiscal agent is recorded on the "Consortia" line.

Cooperatives that serve as the fiscal agent for a consortium will work with KDE program consultants to submit the consortium plan, budget and assurances.

Member districts of a consortium, with the exception of the fiscal agent, will enter only the name of the consortium's fiscal agent in the space provided for consortia on the District Budget Summary page. No dollar figures are to be entered.

The fiscal agent (in cooperation with consortium members) is responsible for submitting all required program reports to the Kentucky Department of Education, and for reporting to participating school districts.

District \_\_\_\_\_

**DISTRICT BUDGET SUMMARY FOR FEDERAL CATEGORICAL PROGRAMS  
NONCOMPETITIVE FEDERAL FUNDS 2001-2002 (Flow Through)**

District No.: \_\_\_\_\_

| <b>SCHOOL<br/>NAME</b>                     | <b>IASA Title I<br/>Part A Basic</b> | <b>IASA Title I<br/>Part C<br/>Migrant<br/>Education</b> | <b>IASA Title II<br/>Dwight D.<br/>Eisenhower<br/>Professional<br/>Development</b> | <b>IASA Title IV<br/>Safe and<br/>Drug<br/>Free Schools<br/>and<br/>Communities</b> | <b>IASA Title VI<br/>Innovative<br/>Educational<br/>Strategies</b> | <b>Individuals<br/>with<br/>Disabilities<br/>Education<br/>Act<br/>IDEA-Basic</b> | <b>Individuals<br/>with<br/>Disabilities<br/>Education<br/>Act IDEA-<br/>Preschool</b> | <b>Title I Part C<br/>Carl D.<br/>Perkins<br/>Vocational<br/>and<br/>Technical<br/>Education<br/>Act<br/>348X</b> | <b>Class<br/>Size<br/>Reduction</b> |              |
|--|--------------------------------------|--|--|---|--|---|--|---|-------------------------------------|--------------|
|  | 310X                                 | 311X   | 404X   | 406X  | 331X   | 337X  | 343X   | 348X  | 388X                                | <b>TOTAL</b> |
|  |                                      |  |  |   |  |   |  |   |                                     |              |
|  |                                      |  |  |   |  |   |  |   |                                     |              |
|  |                                      |  |  |   |  |   |  |   |                                     |              |
|  |                                      |  |  |   |  |   |  |   |                                     |              |
|  |                                      |  |  |   |  |   |  |   |                                     |              |
| <b>District<br/>Programs</b>               |                                      |  |  |   |  |   |  |   |                                     |              |
| <b>District<br/>Administrati<br/>on</b>    |                                      |  |  |   |  |   |  |   |                                     |              |
| <b>Private Non-<br/>Profit<br/>Schools</b> |                                      |  |  |   |  |   |  |   |                                     |              |
| <b>TOTAL</b>                               |                                      |  |  |   |  |   |  |   |                                     |              |
| <b>Consortia</b>                           |                                      |  |  |   |  |   |  |   |                                     |              |

District \_\_\_\_\_

**DISTRICT BUDGET SUMMARY FOR FEDERAL CATEGORICAL PROGRAMS  
COMPETITIVE FEDERAL FUNDS 2001-2002 (Continuation Funds Only)**

District No.: \_\_\_\_\_

| <b>School Name</b>                     | <b>IASA Title I<br/>Part B<br/>Even Start<br/><br/>323X</b> | <b>Stewart B. McKinney<br/>Homeless Assistance<br/>Act<br/><br/>316X</b> | <b>High Schools<br/>That Work<br/><br/>355XA</b> | <b>TOTAL</b> |
|--|---|--|--|--------------|
|  |   |  |  |              |
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| <b>District<br/>Programs</b>           |   |  |  |              |
| <b>District<br/>Administration</b>     |   |  |  |              |
| <b>Private Non-<br/>Profit Schools</b> |   |  |  |              |
| <b>TOTAL</b>                           |   |  |  |              |
| <b>Consortia</b>                       |   |  |  |              |



# ASSURANCES

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## RESPONSIBILITY FOR PROGRAM COMPLIANCE

Compliance to general and specific program assurances is the legal responsibility of the superintendent under the authorization of the local board of education. The principal assures oversight at the school level. District program coordinators assist the superintendent by monitoring specific program assurances at the school and district level. Technical assistance on specific legal requirements of federal and state funded programs is provided to local planning committees by district program coordinators. Development and documentation of specific program activities are the responsibility of school and district planning committees. The role of central office personnel, specifically program coordinators, is critical to assure that local planning committees, school councils, and principals understand the Assurance Certification and adhere to specific program requirements.

## THE ASSURANCE CERTIFICATION

The Assurance Certification is a statement that assures all legal requirements are met in accordance with federal and state laws and regulations that define specific program activities and expenditure of funds. The superintendent and the board chair must sign the Assurance Certification. The signed Assurance Certification is submitted to the Kentucky Department of Education as part of the *Consolidated Plan and Funding Application*. These signatures authorize the local school district to accept funds and conduct programs that support district goals and operations and the priority needs of schools. The local board of education is responsible for the fiscal control of funds received under such programs and holds the title to property acquired with such funds.

The Assurance Certification constitutes an offer, which when accepted by the Kentucky Department of Education, forms a binding agreement between the local district and the Kentucky Department of Education. This agreement ensures that the funds once granted are used to serve eligible students and that all students benefiting from the program have equitable access under the General Education Provisions Act.

## MAINTAINING THE ASSURANCES

The local district is required to maintain documentation at school and district sites to verify activities conducted to meet general and specific program assurances. School and district planning committees must thoroughly review general and specific program assurances required to plan and implement local programs.

**SAMPLE****ASSURANCE CERTIFICATION**

I certify that, to the best of my knowledge, the information contained in this application is correct and complete and that the agency names in this application has authorized me as its representative to obligate this agency to conduct any ensuing program or activity in accordance with all applicable Federal and State laws and regulations and the specific program assurances contained in the Kentucky Consolidated Planning Guidebook. It is understood that this application constitutes an offer, and if accepted by the Kentucky Department of Education or negotiated to acceptance, will form a binding agreement.

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School District Name

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Superintendent

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Date

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Chairperson, Board of Education

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Date



## LOCAL EDUCATION AGENCY: General Assurances

1. The *Consolidated Plan and Funding Application* is reviewed at least annually and revised as needed. Implementation of activities and strategies described in the action plan is evaluated for impact on student performance and classroom practices. The local school district assures that by July 1 of each year, the *Consolidated Plan and Funding Application* posted on the World Wide Web is current.
2. The local school district will administer each covered program in accordance with all applicable statutes, regulations, program plans and applications.
3. Before the district *Consolidated Plan and Funding Application* is submitted, the district has afforded a reasonable opportunity for public comment on the plan and has considered such comment.
4. Where appropriate, the local school district has consulted with appropriate private, non-profit school officials and made arrangements in cooperation with such officials to assure equitable participation of children enrolled in private, nonprofit schools.
5. The local school district will coordinate and collaborate with other agencies providing services including health and social services as required by Improving America's Schools Act (IASA) Title I Part A and C, IASA Title IV, and the Individuals with Disabilities Education Act (IDEA), and the Carl D. Perkins Vocational and Technical Education Act
6. The local school district will adopt and use proper methods of administering the covered programs, including:
  - a. The enforcement of any obligations imposed by law
  - b. The correction of deficiencies in program operations as identified through technical assistance, program audits, monitoring or evaluation
  - c. The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs
7. The local school district will cooperate in carrying out any evaluation of each program conducted by or for the Kentucky Department of Education (KDE), or the U. S. Department of Education.
8. The local school district will:
  - a. Provide timely program reports to the Kentucky Department of Education on activities and expenditures, including reports requested by the U. S. Department of Education
  - b. Maintain records, provide information, and afford access to the records as the Kentucky Department of Education or the federal offices may find necessary to carry out their responsibilities
9. The local school district assures that a comprehensive needs assessment, aligned with the *Kentucky Standards and Indicators for School Improvement*, was conducted at each school and at the district level.
10. Local school district will comply with the Civil Rights Act of 1964, Title VI, Title VII, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, American Disabilities Act of 1990, and the Age Discrimination Act prohibiting discrimination on the basis of race, color, national origin, age, religion, marital status, sex or disability.
11. The local school district assures that its *Consolidated Plan and Funding Application* describes steps it will take to ensure equitable access to, and equitable participation in, the project or activity to be

conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age. [General Education Provisions Act (GEPA) Section 472].

12. The local school district will comply with the Single Audit Act.
13. The local district has control of programs and holds title to property acquired with the funds. The district will administer the funds and property as required by the authorizing law and for the purpose for which they are granted. The district retains control in the event of contractual arrangements made with other parties.
14. The local school district will use fiscal control and fund accounting procedures (MUNIS) to ensure proper disbursement of and accounting for federal/state funds paid to the district under the covered programs.
15. The local school district will submit an amendment prior to any additional budget codes in a new series being added.
16. The local school district assures that:
  - a. No federal appropriated funds have been paid or are paid by or on behalf of the local school district, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress, in connection with the making of any federal grant, for entering any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
  - b. If any funds other than federal appropriated funds have been paid or are paid to any person for influencing or attempting to influence an officer or employee of any agency in connection with the federal grant, the superintendent shall complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.
17. The superintendent shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.
18. Federal funds received under covered programs are used only to supplement and in no case supplant funds from non-federal sources.
19. State and local funds are used to provide services for children benefiting from federal programs which, taken as a whole, are at least comparable to services provided to other children in the local school district.
20. If the project involves construction, the project is consistent with overall state plans for the construction of school facilities; and, in developing plans for construction, due consideration is given to excellence of architecture and design and to compliance with The Americans With Disabilities Act and standards prescribed by the Secretary under Section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities [GEPA, Sec. 436(b)].

21. Federal funds received will not be used to acquire equipment (including computer software) when such acquisition results in a direct financial benefit to an organization representing the interests of the school district or its employees or any affiliate of such organization [GEPA, Sec. 436(b)].
22. The local school district will maintain procedures to minimize the time elapsing between the transfer of federal grant funds and their disbursement (EDGAR 80.21).
23. Any plan, budget, evaluation, periodic program plan, or report relating to the covered programs is made readily available to parents and other members of the general public for the purpose of public inspection (EDGAR 76.304). The local school district will comply with the Stevens Amendment on open records.
24. Children served in covered programs will have access to all state and locally funded instructional, social, health, transportation, and nutritional services on the same basis as any other child and have the opportunity to meet the same challenging content and performance standards as any other child.
25. The local school district will comply with the Debarment, Suspension, and other Responsibility matters regulation (34 CFR 85.11).
26. The local school district will comply with the Americans with Disabilities Act of 1990.
27. The local school district will comply with assurance of Compliance (Form HEW 441) or any court ordered desegregation plan that applies to this application.
28. The local school district will comply with the Gun-Free Schools Act of 1994.
29. The local school district will comply with the Pro-Children Act of 1994.
30. The local school district will comply with the Family Educational Rights and Privacy Act of 1974 (FERPA).

## **IMPROVING AMERICA'S SCHOOLS ACT (IASA) TITLE I ASSURANCES: PART A**

1. A district-wide comparability policy has been established which provides for:
  - a. A salary schedule which applies to all instructional personnel
  - b. Equivalence among school teachers, administrators, and auxiliary personnel
  - c. Equivalence among schools in the provision of curriculum materials and instructional supplies

*Note:* Written procedures and supporting data for this policy are on file in the local school board office.

2. All Title I budgeted Operations and Maintenance of Plant costs shown by an exhibit to the budget are verified by the statement given in the Exhibit Item and all charges for Operation and Maintenance of Plant reimbursements are in compliance with the requirements of P.L. 103.382.
3. The local school district will inform eligible schools and parents of schoolwide program authority.
4. The local school district will provide technical assistance and support to schoolwide programs.
5. The local school district will work in consultation with schools as they develop targeted assistance or schoolwide program plans that meet program requirements (so that each school makes progress toward the Learning Goals and Academic Expectations).

6. The local school district will take into account experience of model programs for educationally disadvantaged children and findings of relevant research that services may be most effective if focused on students in the earliest grades.
7. Beginning July 1997, the local school district will ensure that early childhood development services comply with performance standards of the Head Start Act.
8. The local school district assures compliance in the following areas of parent involvement:
  - a. Policy development at the school and district levels
  - b. Policy involvement at the school and district levels, including parental involvement in development of school-level programs
  - c. Building capacity for involvement through increased training of parents and community members
  - d. Written home-school compacts outlining shared parent and school responsibility for improved student achievement
  - e. Submission of parent comments to the Kentucky Department of Education if the local school district plan is not satisfactory to parents
  - f. Annual evaluation of the content and effectiveness of the parent involvement activities
  - g. Local school district and school-level parent involvement activities expenditures of at least 1% of the local school district's Title I allocation if the local school district's allocation is over \$500,000
9. The local school district assures that school attendance areas are ranked according to the percent of low-income students for purposes of eligibility and allocation of funds.
10. The local school district will comply with school allocation procedures. For local school districts serving any school below 35% low income, a minimum per pupil amount is established based on the 125% rule.
11. A local school district with a Title I basic allocation of \$50,000 or more assures that the amount of carryover funds as of September 30 is **not** more than 15% of the local school districts Title I basic allocation.
12. A local school district with schools identified for Title I school improvement assures that these identified schools make the necessary revisions in their school plans in ways that have the greatest likelihood of improving the performance of participating children in meeting Kentucky's student performance standards. The local school district assures that these revised plans are implemented immediately following such identification. Additionally, the local school district assures that schools identified for Title I school improvement expend for professional development an amount (from any source) equivalent to 10% of its annual Title I allocation over a two-year period.

## **IMPROVING AMERICA'S SCHOOLS ACT (IASA) TITLE I ASSURANCES: PART B EVEN START**

1. The local school district/agency assures that families most in need will be served by the Even Start program.
2. The local school district/agency assures the Even Start program is of sufficient intensity, scope and quality to give reasonable promise of substantial progress toward meeting the education needs of families to be served.

3. The local school district/agency assures the Even Start program will build on existing community resources of high quality.
4. The local school district/agency assures the Even Start program integrates the following components:
  - a. Interactive literacy activities between parents and their children
  - b. Training for parents
  - c. Parent literacy training that leads to self-sufficiency
  - d. Age-appropriate education for the children
5. The local school district/agency assures the Even Start program will use instructional programs for adults and children based on scientifically based reading research.
6. In the case of families participating in Even Start who are also limited English proficient or are disabled, the local school district/agency assures there is maximum coordination between services provided under this chapter and services provided to address participant's disabling conditions or limited English proficiency.
7. The local school district/agency assures eligible participants are a parent or parents who are eligible for participation in an adult basic education program under the Adult Education Act and the child or children (from birth through age 7) of those parents. Additionally, children over age 7 may be allowed to participate in the Even Start program if Title I, Part A funds contribute to cost of the services.
8. The local school district/agency will provide both enrichment and instructional services to participating families during the summer months.
9. Even Start funds shall not be used to provide services that the applicant is specifically required to provide by state law or pursuant to a formal determination under Title VI of the Civil Rights Act, Title IV of the Education Amendments of 1972 or Section 504 of the Rehabilitation Act of 1973, as amended or pursuant to a final order of a court.
10. Qualified personnel are employed to develop, administer and implement the Even Start program. Beginning 2001-02, all new personnel hired must have at a minimum a bachelor's degree in a field related to early childhood education, elementary or secondary education or adult education. For all Even Start staff providing early childhood instruction (0-5) the Interdisciplinary Early Childhood Education Certificate (IECE) is required.
11. Personnel or programs funded through Even Start will not be included in state funding.
12. Documentation of non-Even Start matching funds is maintained locally.

## **IMPROVING AMERICA'S SCHOOLS ACT (IASA) TITLE I: ASSURANCES PART C MIGRANT**

1. Districts will not discriminate against children who are not legally admitted to the United States by denying them access to educational programs offered to children of U. S. citizens; neither shall the district:
  - a. Require students or parents to disclose or document their immigration status
  - b. Make inquiries of students or parents which may expose their undocumented status
  - c. Require social security numbers of all students, as it may expose the undocumented status of students or parents (*Plyler v. Doe*, 457 U.S. 202, 1982)

2. Section 1304(b)(3) of the Elementary and Secondary Education Act states that the Kentucky Department of Education must promote interstate and intrastate coordination of migrant education services, including the transfer of pertinent school records, for migratory children. School districts must meet privacy requirements of FERPA as listed in General Assurances No. 27. In carrying out this requirement, the signed Certificate of Eligibility (COE), by the migrant child's parent or legal guardian will serve as a consensual written permission to share personally identifiable information from their migrant record with authorized local and state education officials and to transfer such information to appropriate education officials in other states having migrant programs.
3. Districts or educational cooperatives serving as administrative centers will maintain a written record (Certificate of Eligibility) of the basis on which each child was determined to be eligible.
4. Districts will coordinate the migrant program with schoolwide projects and other programs within the district.
5. Districts/regional project centers will fully participate in a system for the storage of data and the transfer of migrant student records.

### **IMPROVING AMERICA'S SCHOOLS ACT (IASA) TITLE II ASSURANCES: EISENHOWER PROFESSIONAL DEVELOPMENT PROGRAM**

1. Activities conducted with Eisenhower program funds are assessed at least every three years using professional development performance indicators established in the district *Consolidated Plan and Funding Application*.
2. The district has consulted with appropriate private, nonprofit school personnel and has made arrangements with school officials to assure equitable participation in assessing needs, setting performance indicators, developing professionals and measuring improvement in teaching and learning.
3. Eisenhower funded activities address the needs of teachers in schools receiving assistance under Part A of Improving America's Schools Act Title I.
4. District professional development strategies will be employed to more fully and effectively involve parents in the education of their children.
5. Activities and allocation procedures maintained at the district-level assure that not less than 80% of the district Eisenhower funds are used for professional development of teachers and, where appropriate, administrators, pupil services personnel, parents and other staff of individual schools in a manner that: (a) is determined by school teachers and staff; and (b) to the extent practicable, takes place at the individual school site.
6. Not less than 33% of the cost of professional development activities assisted under the Eisenhower Program (all professional development in core academic areas), excluding the cost of services provided to private school teachers, is budgeted and expended by the district from non-Eisenhower sources.
7. As determined by formula each year, the appropriate percentage of district Eisenhower funds are budgeted and expended for professional development in the academic areas of mathematics and science.
8. If the district Eisenhower allocation is less than \$10,000, the district has made provision to form a consortium with another district or an educational service agency serving another district; or the district

has requested a waiver of the requirement based on Eisenhower professional development activities of sufficient size, scope and quality to be effective.

9. District programs in all core academic areas, especially in mathematics and science, will incorporate strategies and techniques to meet the needs of students from historically underserved groups including girls and women, minorities, individuals with disabilities, limited English proficient individuals, and economically disadvantaged individuals.
10. Eisenhower supported professional development activities are of sufficient intensity and duration to have a lasting impact on student performance.

### **IMPROVING AMERICA'S SCHOOLS ACT (IASA) TITLE IV ASSURANCES: SAFE AND DRUG-FREE SCHOOLS & COMMUNITIES**

1. When appropriate, the district's drug and violence prevention plan are coordinated with the following:
  - a. Other programs authorized under the Improving America's Schools Act and other Acts as appropriate
  - b. Other community-wide, federal, state and local drug and violence prevention programs
2. The district has on file a description of the methods used for documenting and measuring progress toward achieving its goals.
3. The district has on file a description of how progress toward achievement of goals was reported to the public.
4. The funds provided to the district under the Safe and Drug-Free Schools and Communities program are utilized in accordance with Section 4116 of the Improving America's School Act, and in accordance with the "Principles of Effectiveness."
5. The funds provided to the district under the Safe and Drug-Free Schools and Communities program are utilized to address the priority needs related to drug and violence prevention.
6. A current job description and the activities of personnel funded in whole or in part under this program are directly related to measurable prevention goals and objectives on file in the local school.
7. The district develops and maintains its Safe and Drug-Free Schools application in consultation with a local advisory council whose membership is outlined in Section 4115(a)(2) of the Improving America's Schools Act.

### **IMPROVING AMERICA'S SCHOOLS ACT (IASA) TITLE VI ASSURANCES: INNOVATIVE EDUCATION PROGRAM STRATEGIES**

1. Local parents, teachers, school administrators from both public and private, non-profit schools and other groups such as librarians, school counselors, and other pupil personnel deemed appropriate by the local school district have been consulted with respect to the allocation of funds for programs authorized under the Title and with respect to the design, planning and implementation of those programs. There are minutes on file reflecting these consultations and a list of attendees and what population is represented.
2. The local school district has on file documentation to determine equitable distribution of funds between public and participating private, nonprofit schools. The distribution reflects a dollar for dollar allocation for both public and participating private, nonprofit schools.

3. The local school district has on file a document that shows the total amount of funds budgeted for each target or subtarget for both public and participating private, nonprofit schools. This document also reflects the total funds budgeted for administration of both public and participating private, nonprofit schools.
4. The local school district has on file for both public and participating private, nonprofit schools individual documentation for each and every target/subtarget containing the following information:
  - a. Name of the target
  - b. Description of the project
  - c. Educational activities to be conducted to achieve the expected student outcomes
  - d. Description of how the project/target will contribute to meeting the National Education goals
  - e. The reason(s) for selecting the project/target
  - f. How this project/target is evaluated
  - g. Amount of funds allocated for each project/target
  - h. A line item budget for each project/target
5. The local school district will keep an Inventory Register of all non-consumable items costing more than \$5000, single unit cost, except books purchased for a target area. All books not listed are included in an accession record or a shelf list.

## **CLASS SIZE REDUCTION ASSURANCES**

1. Class Size Reduction funds will be used ONLY to carry out effective approaches to reducing class size with highly qualified teachers to improve educational achievement for both regular and special needs children, with particular consideration given to reducing class size in the primary grades.
2. The Local District will ensure the equitable participation of private, nonprofit elementary and secondary school personnel in any professional development activities paid for with these funds.
3. The Local District will use Class Size Reduction funds only to supplement, and not to supplant, state and local funds that, in the absence of those funds, would otherwise be spent for activities authorized by the Class Size Reduction program.

## **INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) ASSURANCES PART B: BASIC AND PRESCHOOL**

1. The expenditures of IDEA-B funds for services and goods are made exclusively for the benefit of children who meet the definitions and eligibility criteria for programs for exceptional children as found in 707 KAR Chapter 1.
2. Special education and related services are provided in a manner consistent with policies and procedures required by the Individuals with Disabilities Education Act (IDEA) Part B. These policies and procedures address: free appropriate public education, child identification, due process, evaluation, eligibility, individual education programs, placement in least restrictive environment, delivery of services, confidentiality, non-public school, comprehensive system of personnel development, and IDEA-B funds.
3. A goal of full educational opportunity has been established for all children with disabilities, aged birth through 21.



## **STEWART B. MCKINNEY HOMELESS ASSISTANCE ACT TITLE VII ASSURANCES: SUBTITLE B CONTINUATION**

1. Accurate time logs and documentation of educational and related services are maintained for personnel working in this program.
2. Specific activities are planned to involve parents of homeless children in the program to the greatest extent possible.
3. The district has on file a description of the policies and procedures the local school district has implemented to ensure that activities carried out by the local school district do not isolate or stigmatize homeless children or youth.

## **TITLE I: PART C CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT ASSURANCES**

1. Federal funds received under Title I, Part C of Public Law 105-332 are used to improve vocational and technical education programs.
2. Funds are used according to the requirements identified in Title I, Part C [Section 135].
3. None of the funds made available under this Act may be used to provide funding under the School-to-Work Opportunities Act of 1994 or to carry out, through programs funded under this Act, activities that were funded under the School-to-Work Opportunities Act of 1994 unless the programs funded under this Act serve only those participants eligible to participate under this Act. [Section 6]
4. Eligible recipients shall not receive an allocation under Section 131(a) unless the amount allocated is greater than \$15,000. Those whose allocation is not greater than \$15,000 may apply for a waiver or form a consortium. [Section 131]
5. The eligible recipient ensures that students who participate in vocational and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students. [Section 134(b)(3)(c)]
6. Eligible recipients shall involve parents, students, teachers, representatives of business and industry, labor organizations, representatives of special population, and other interested individuals in the development, implementation, and evaluation of vocational and technical education programs assisted under Title I. Eligible recipients shall maintain documentation on how such individuals and entities are effectively informed about, and assisted in understanding the requirements of Title I. [Section 134(b)(4)]
7. Eligible recipients will provide a vocational and technical education program that is of such size, scope, and quality to bring about improvement in the quality of vocational and technical education programs. [Section 134(b)(5)]
8. The local school district will implement a process to independently evaluate and continuously improve its performance. [Section 134(b)(6)]
9. Eligible recipient (A) will review vocational and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in programs, for special populations, and (B) will provide programs that are designed to enable the special populations to meet the State adjusted levels of performance. [Section 134(b)(7)]

10. Individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations. [Section 134(b)(8)]
11. Funds will be used to promote preparation for nontraditional training and employment. [Section 134(b)(9)]
12. Comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided. [Section 134(b)(10)]
13. The local school district shall not bar students attending private, religious, or home schools from participation in programs or services under this Act. [Section 313]
14. No funds made available under the Carl D. Perkins Vocational and Technical Education Act of 1998 shall be used:
  - a. To require any secondary school student to choose or pursue a specific career path or major
  - b. To mandate that any individual participate in a vocational and technical education program, including a vocational and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. [Section 314]
15. No funds received under Carl D. Perkins Vocational and Technical Education Act of 1998 may be used to provide vocational and technical programs to students prior to the seventh grade, except that such students may use equipment and facilities purchased. [Section 315]

## **HIGH SCHOOLS THAT WORK FUNDED THROUGH THE CARL D. PERKINS ACT ASSURANCES**

1. In support of the High Schools That Work program, the district and school leaders agree to identify the need for change and understand what the program aims to accomplish. District and school leaders must commit to a five-year effort to install the program's key practices and either eliminate or drastically reduce the number of students who complete the general education track. District and school leaders also agree to:
  - a. Establish a leadership council to encourage, identify, and organize resources and provide assistance to the site in achieving program goals and key practices and conditions
  - b. Support academic and vocational teachers with staff development, materials, and time to work together to implement the key practices
  - c. Create four subcommittees: one each for curriculum, guidance and public information, evaluation, and staff development to carry out the action plan
  - d. Organize a planning and implementation committee composed of key academic and vocational teachers, guidance counselors, and representatives of the private sector and postsecondary education to develop an action plan for carrying out the key practices
  - e. Give school leaders and teachers the encouragement and flexibility to define problems and to change what and how they teach
  - f. Organize committees of academic and vocational teachers to work together to find ways to raise student achievement
  - g. Give students access to modern vocational courses, either at the high school, the vocational center, a postsecondary institution, or at work sites organized for learning
2. Site leaders must be willing to work closely with employers and two-year postsecondary institutions to create a site-focused staff development plan that provides quality training through use of local, state,

and national meetings and resources and participate in state staff development activities and the annual SREB Staff Development Conference. Sites must have:

- a. Active administrative (principal) involvement in staff development, committee assignments, and other activities
- b. Active members of a state and multi-state network for information and idea sharing
- c. Participate in the assessment program and use assessment data as a major source of information to identify problems and to develop action plans for solving them.

## **EXTENDED SCHOOL SERVICES (ESS) ASSURANCES**

1. The local school board and the district have approved and disseminated procedures whereby pupils who have a greater need as determined by the eligibility criteria as stated in KRS 158.070 and 704 KAR 3:390 shall be referred and selected first to receive extended school services. The district further ensures that students who have greater academic need as stated in KRS 158.070 and 704 KAR 3:390 are not excluded from referral or selection for extended school services due to the inability of the parent or student to provide transportation to or from the school or site of extended school services programs.
2. The school district informs parents or guardians of extended school services as follows:
  - a. A general notification which describes the nature of the services to be offered including the opportunities for maintenance of performance, prevention of failure and reduction of academic deficiencies
  - b. A specific notification of their child's eligibility to receive extended school services
  - c. Procedures for parents or guardians to request reconsideration of their children's identification or lack of identification of eligibility for extended school services
3. (If applicable) The most current policy developed by the local school board that mandates attendance for any student(s) to Extended School Services is on file at the offices of Extended School Services, Kentucky Department of Education.
4. Accurate time logs are maintained for personnel receiving salary from Extended School Services. Such salary is for direct services to the Extended School Services program. No ESS staff member is paid more than his/her actual hourly rate for a comparable position in the regular program.
5. The district has written criteria for the selection of ESS staff (certified and classified). ESS teachers and other ESS staff are first employed based on having the specific expertise to meet the needs of the students being served. All other criteria for employment is both fair and equitable to applicants.
6. Accurate records are maintained for student attendance to Extended School Services and of student progress toward individual goals.
7. Students not enrolled in ESS are allowed to ride the buses provided through ESS funds only to the extent that it does not increase the cost of such transportation to ESS.

## **GIFTED AND TALENTED ASSURANCES**

1. The district has in operation, for public inspection, local board approved policies and procedures, which address each requirement in 704 KAR 3:285 and are consistent with KRS 157.200, 157.224, 157.230 AND 703 KAR 4:040. These policies include:

- a. Identification, and diagnosis of gifted characteristics, behaviors, talent, and determination of eligibility for services subject to continuous assessment; which provide equal access for all racial and ethnic minority children, disadvantaged children, and children with disabilities in each of the following categories, and at all grade levels, Primary-12<sup>th</sup> grade; general intellectual ability, specific academic aptitude, creativity, leadership or psycho-social ability, and visual and performing arts.
  - b. Obtaining parent or guardian permission prior to formal identification and diagnosis of strengths, gifted behaviors, and talents of a student
  - c. Notifying a parent or guardian of eligible student and the subsequent provision of appropriate services, Primary-12<sup>th</sup> grade
  - d. Obtaining from a student's parent or guardian information related to the interests, needs, and abilities of an identified student for use in determining appropriate services
  - e. Providing a gifted student services plan planned by a school or district identification and placement committee that matches a formally identified gifted student's abilities, interests, and needs to differentiated service options and serves as the primary communication between the parents and school personnel
  - f. Notification annually to each parent or guardian of a formally identified student that student's gifted and talented student services plan and specific procedures to follow in requesting a change in services
  - g. Reporting to a parent or guardian the progress of his or her child related to the gifted and talented student services plan at least once each semester
  - h. Informal (primary program) and formal (grades 4-12) identification process that includes the following specific elements: (a) data gathering, (b) data analysis, (c) the establishment of a selection committee for eligibility determination, (d) the provision of appropriate multiple services, and (e) a system of petition or appeal for identification
  - i. Provision of services for students selected for participation in the primary talent pool and students formally identified in one or more of the five categories of giftedness for primary through grade twelve (12) which are: (a) qualitatively differentiated to meet their individual needs, (b) result in educational experiences commensurate with their interests, needs, and abilities, and (c) facilitate high level attainment of goals (the level of services for each student is determined by the selection committee)
  - j. Providing multiple service delivery options with no single service option existing alone, district wide, at any grade level
  - k. Student grouping formats that include grouping for instructional purposes based on student abilities, interests, and needs, including social and emotional
  - l. Services during regular school hours with the exception of academic, creativity or arts competition
  - m. Personnel providing services to identified gifted and talented students who are prepared through appropriate credentials or professional development to address student abilities, interests, and needs
  - n. A grievance procedure through which a parent, guardian or student may resolve concerns regarding the appropriate and adequate provision of services to gifted students
  - o. A district wide grievance procedure which addresses: (a) how, and by whom, the grievance procedure is initiated; (b) determines the need to evaluate or re-evaluate the child for appropriate services; (c) determines if placement of the child needs revision; (d) ensures appropriate services are provided to all identified students, and (e) ensures the participation of the parent or guardian, a regular education teacher of the student, a gifted education teacher or coordinator, administrator, and counselor.
2. State supplemental funds for gifted education are used specifically for direct services to students who are members of the primary talent pool or formally identified as gifted and talented. Seventy-five percent (75%) of the district's state gifted education allocation is used to employ properly certified gifted education personnel to provide direct instructional services in addition to the regularly assigned

teacher(s) for at least one half of every school day in a classroom in which all students are identified as gifted. [704 KAR 20:280]

3. The district has designated a gifted education coordinator to: (a) oversee the district gifted education operation; (b) serve as liaison between the district and the state; (c) ensure internal compliance with state statutes and administrative regulations; (d) administer and revise the gifted education program budget; and (e) submit to the Kentucky Department of Education for approval as an amendment any local district budget decision change causing a major or significant adjustment, thereby impacting state funds for gifted education after the annual submission of the local district education plan.

## **STATE PRESCHOOL PROGRAM ASSURANCES**

1. The district has a current, signed agreement with the local Head Start program to maximize Head Start funds to serve as many eligible four-year-old children as possible, with certification from the Head Start director that the Head Start program is fully utilized.
2. When the district contracts with an outside agency for preschool placements (tuition), the contractor has been approved by the Kentucky Department of Education for these purposes and the contracted services meet all state and federal education requirements.
3. All preschool education programs operated by or located on school grounds meet state education facility requirements for preschool programs. All materials and equipment used by these programs are appropriate for young children.
4. All children enrolled in preschool education programs which operate at least half-day are offered a meal while in the program (breakfast and/or lunch).
5. All instructional staff for preschool education programs meet qualification standards and professional development requirements for preschool, as specified by regulation.
6. The district has a written plan (policies and procedures) for the operation of the preschool, including at least: recruitment of children; educational programming and related services; parent outreach; coordination of health and social services; and coordination with the primary program.

## **KENTUCKY EDUCATION TECHNOLOGY SYSTEM (KETS) ASSURANCES**

1. Successful technology plans align these eight criteria with the overall education improvement objectives. It is critical that technology planning not be viewed or treated as a separate exercise dealing primarily with hardware and telecommunications infrastructure. There must be strong connections between the infrastructure of the information technology and the professional development, curriculum resources; and effective uses by teachers, students, and school leaders.
2. Answer eight questions by completing the online form from the KDE web page:  
[www.kde.state.ky.us/oet/planning/usf.asp](http://www.kde.state.ky.us/oet/planning/usf.asp)
3. The local school district establishes clear goals and a realistic strategy for using telecommunications and information technology to improve education. [Section 254 (h)(1)(B), of the Telecommunications Act of 1996, and FCC order 97-157, Paragraph 573] (Web site:  
[www.sl.universiservice.org/aply/2proc.asp](http://www.sl.universiservice.org/aply/2proc.asp))
4. The local board of education agrees to conform to the guidelines for filtering technologies regarding student and staff Internet access as provided in the Master Plan for Education Technology, including

the implementation and maintenance of approved filtering technology in the district and in every school [KRS 156.160, 98 RS BR 1621 (SB 230), 701 KAR 5:120]

5. The local school district agrees to adopt an acceptable use policy in accordance with the guidelines for acceptable use policies as provided in the *Master Plan for Education Technology*. The acceptable use policy contains procedures which will prevent access to objectionable materials, including sexually explicit materials, and shall include, but not be limited to, parental consent for student Internet use, teacher supervision of student computer use, and auditing procedures to determine whether education technology is being used for the purpose of accessing sexually explicit or other objectionable material. The acceptable use policy also contains provisions that prohibit students, faculty, staff and others with network access from using district resources to establish Internet email accounts through third party providers or any other non-standard electronic mail. [701 KAR 5:110, 701 KAR 5:120]
6. The local school district has a professional development strategy to ensure that all students, teachers, and administrators know how to use current and new technologies to support educational goals.
7. The local school district assesses the telecommunication services, hardware, software, and other services that will be needed to support education.
8. The local board provides for sufficient funds to acquire and support the elements of technology: hardware, software, professional development, and other services that will be needed to implement the strategy. The board approves the updates and revisions to the KETS Phase I Progress Report and acknowledges a review of KETS expenditures and procurements and certifies, to the best of its ability, the accuracy of these reports. The modifications are submitted to the Kentucky Board of Education for approval. Any subsequent offer of assistance from the state's matching education technology funds is made provided the district continues to have an unmet need as stated in the Master Plan for Education Technology. (KRS 157.655)
9. The local district agrees to conform to the KETS Electronic Mail Standards and Best Practices Guidelines. These guidelines communicate the basic standards for statewide electronic mail including State Level Shared Distribution Lists as incorporated by reference into the *Master Plan for Education Technology*. ([www.kde.state.ky.us/exchange/emailstd.htm](http://www.kde.state.ky.us/exchange/emailstd.htm))
10. The local school district includes an evaluation process that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

**Phase I Progress Report – Due June 30** ([www.kde.state.ky.us/oet/planning](http://www.kde.state.ky.us/oet/planning))

All districts will complete the Phase I Progress Report. The District Technology Coordinator will work with both the KETS Regional Engineer and the KETS Coordinator to complete this report. Upon consensus, the superintendent, district technology coordinator, and KETS Regional Engineer and KETS Coordinator will sign this form. The KETS Regional Engineer will then forward to appropriate KDE personnel. DTC should make a copy of the final report to place in the Consolidated Plan for the district.

**KETS Phase II District Implementation Plan – Due June 30** ([www.kde.state.ky.us/oet/planning](http://www.kde.state.ky.us/oet/planning))

Districts who have completed Phase I will complete the Phase II District Implementation Plan. The District Technology Coordinator should work with the KETS Regional Engineer to complete this form. Upon completion, the KETS Regional Engineer will then forward to appropriate KDE personnel. DTC should make a copy of the Phase II Plan to place in the Consolidated Plan for the district.

## **TEXTBOOKS/INSTRUCTIONAL MATERIALS ASSURANCES**

1. The district certifies that the textbook/instructional materials purchasing plans for all schools serving grades P-8 have been approved by the appropriate school councils and the local board of education and are on file in the district office. The plans address the requirements as stated in KRS 156.439 and 704 KAR 3:455.
2. The district certifies that an annual report and summary of expenditures for textbooks and instructional materials is available on the district's MUNIS report. The annual report addresses the requirements as stated in KRS 156.439 and 704 KAR 3:455.

## EXECUTIVE SUMMARY

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The executive summary in the school consolidated plan or the district *Consolidated Plan and Funding Application* states the mission of the school or district, presents an explanation of how the consolidated plan was developed and describes the method of sharing the plan and its results. It is an explanation of how a collaborative process was used to develop the plan and that a commitment to collaboration will drive improvements in the educational process. The constituency for whom the summary is prepared includes the parents and other stakeholders of the school, the community, the district administration, and the school board.

### MISSION STATEMENT

The mission statement was the first product developed in the planning process of the school and district. It set the vision for development of the rest of the plan. For the same reason, it is the first component that is included in the executive summary.

### PROCESS OF DEVELOPING THE CONSOLIDATED PLAN

The process section of the executive summary includes a description of how the steps described in each section of this guidebook were accomplished. These include:

- How planning and needs assessment committees were organized
- Who and what representative groups served on these committees, including required members of the needs assessment committee
- How the needs of the school or district were determined
- How goals and strategies for addressing the needs were determined
- What the school or district hopes to achieve as a result of implementing the plan
- How public comment on the plan was secured and what action was taken as a result of the public comment
- How the school or district plans to continue the consolidated planning process in the future

This part of the executive summary may include data in the form of charts, graphs, or diagrams. The narrative is written in clear language that can be understood by all who read the document. Key words, phrases, and technical terms are explained or defined to assist in that understanding.

### COMMUNICATION PLAN

The communication plan describes how the consolidated plan and other important information of the school or district will be shared with stakeholders of the educational organization. These stakeholders include all staff in the school and district, students, parents, the community, including business partners, and other educational partners. The communication plan also focuses on the method the school or district will use to continue to gather input from these vital stakeholders.



## PROGRAM REPORT REQUIREMENTS

Programs currently included in the *Consolidated Plan and Funding Application* have various service and budget reports which must be submitted to the state at various times throughout the year. These reports are a part of the overall consolidated planning process but are not submitted with the *Consolidated Plan and Funding Application*. The reports are used at the state level for the following purposes:

- Compilation of local data for required federal reports for Kentucky
- Compilation of local data for state reports to various oversight bodies (e.g., Kentucky Board of Education, Kentucky General Assembly, Office of Education Accountability)
- Calculation of grants or funds for which the school or district is eligible
- Oversight of local program expenditures and specific program requirements

The reports are used at the local level for the following purposes:

- Source of data for the needs assessment process
- Local management of specific programs and general school and district management

*Note:* Programs not currently included in the *Consolidated Plan and Funding Application* also have required program reports that may not be addressed in this section.

### PROGRAM REPORT FORMS

The required program reports submitted throughout the year are listed but the actual report forms are not included in the *Kentucky Consolidated Planning Guidebook*. Each Kentucky Department of Education program that is included will send timely notices and report forms to the local school district superintendent, applicable local program coordinator, and finance officer.

All program report forms that are required by federal and state law will become part of the Enterprise Data System ("MAX") being developed by the Kentucky Department of Education. MAX will ensure that duplication and unnecessary paperwork are eliminated, and ensure that data collection will be uniform and consolidated to the extent possible.

#### ***Required Program Reports***

The following reports must be submitted to the Kentucky Department of Education during the program year in order to meet federal and state law specific to data collection for program funding, evaluation, and impact of implementation. For details about any particular report, contact the applicable division.

(\$) = report is used to calculate the district's award

(new year) = information is projected for next school year

## FEDERAL GRANT PROGRAM REPORTS & DUE DATES

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### Improving America's Schools Act (IASA)

### Due Dates

#### *Division of Federal Program Resources*

|   |              |
|---|--------------|
| Title I Data Reporting Form                       | September 1  |
| Title I Ranking Report                            | June 1       |
| Title I Evaluation for Private School Students    | October      |
| Migrant Education Program Performance Report      | October 1    |
| (\$) Declaration of Participation (Titles II, VI) | March 7      |
| Title II Program Evaluation Report                | September 15 |
| Title VI Program Evaluation Report                | September 15 |

#### *Division of Extended Learning*

|                                   |           |
|-----------------------------------|-----------|
| Even Start Annual Progress Report | June 30   |
| Even Start Information System     | August 15 |

#### *Division of Student/Family/Community Support Services*

|   |         |
|---|---------|
| (\$) Title IV Declaration of Participation  | March 7 |
| Title IV Request to Carryover More Than 25% | June 30 |

### Budget Reports

Quarterly

Electronic expenditure reports are submitted by the district finance officer to KDE.

### Individuals with Disabilities Education Act

### Due Dates

(IDEA Basic/Preschool)

#### *Division of Exceptional Children Services*

|  |             |
|--|-------------|
| IDEA Child Count (as of December 1)  | December 15 |
| Personnel Employed and Needed for Special Education                                    | December 15 |
| Implementation of FAPE (Educational Placements)  | December 15 |
| Survey of Students Who Have a Visual Imp. as a Secondary Disability                    | December 15 |
| Report of Children with Disabilities Subject to Disciplinary Suspensions or Expulsions | July 30     |
| Report of Children and Youth with Disabilities Exiting Special Education               | July 30     |
| Excess Costs and Maintenance of Fiscal Effort Report                                   | October 31  |

### Budget Reports

Quarterly

Electronic expenditure reports are submitted by the district finance officer to KDE.

|  |                  |
|--|------------------|
| <b>Stewart B. McKinney Homeless Assistance Act Title VII<br/>(Subtitle B Continuation)</b>                       | <b>Due Dates</b> |
| <i>Division of Federal Program Resources</i><br>Annual Homeless Children/Youth Count Survey                      | February 14      |
| <b>Budget Reports</b><br>Electronic expenditure reports are submitted<br>by the district finance officer to KDE. | Quarterly        |
| <b>Career and Technical Education (Carl Perkins Act)</b><br><i>Division of Career and Technical Education</i>    | <b>Due Dates</b> |
| Career and Technical Education Report Agriculture<br>Extended Employment Plan and Report                         | July 15          |
| (\$ ) Student Enrollment (via electronic Technical Education<br>Data System)                                     | Nov 15/June 15   |
| Career and Technical Education Course Offerings Form<br>(new year)   | May 30           |
| Consortium Agreement (if applicable)   | May 30           |
| Annual Report for Career and Technical Education Programs  | June 30          |
| <b>Budget Reports</b><br>Electronic expenditure reports are submitted<br>by the district finance officer to KDE. | Quarterly        |

## STATE GRANT PROGRAM REPORTS & DUE DATES

### Extended School Services

#### *Division of Extended Learning*

|                       |              |           |
|-----------------------|--------------|-----------|
| ESS Student Data Form | Regular Term | June 30   |
| ESS Student Data Form | Summer Term  | August 31 |
| ESS Program Report    | New Year     | June 30   |

### Budget Reports

Electronic expenditure reports are submitted by the district finance officer to KDE.

### Due Dates

Quarterly

### Gifted and Talented

#### *Division of Curriculum Development*

|   |         |
|---|---------|
| Gifted and Talented Evaluation End of Year Report | June 30 |
|---|---------|

### Budget Reports

Electronic expenditure reports are submitted by the district finance officer to KDE.

### Due Dates

July 31

### Preschool

#### *Division of Extended Learning*

|  |             |
|--|-------------|
| (\$)State Preschool Enrollment Count:                        |             |
| December 1 Enrollment  | December 15 |
| End-of-Year Supplemental Count (3 Yr-Olds with Disabilities) | May 15      |
| State Preschool Annual Performance Report                    | June 30     |
| Preschool Educational Program Summary (for new year)         | June 30     |

### Budget Reports

Electronic expenditure reports are submitted by the district finance officer to KDE.

### Due Dates

Quarterly

### KETS - Office of Education Technology

|  |             |
|--|-------------|
| KETS District Unmet Need                   | November 15 |
| KETS Phase I Progress Report               | June 30     |
| KETS Phase II District Implementation Plan | June 30     |

### Budget Reports

Electronic expenditure reports are submitted by the district finance officer to KDE.

Semi-annually

### Professional Development

#### *Office of Leadership and School Improvement*

|   |                  |
|---|------------------|
| End of Year Professional Development Report | June 30          |
| End of Cycle Leadership Activity Report     | August 15 (YR 2) |

### Budget Reports

Electronic expenditure reports are submitted by the district finance officer to KDE.

### Due Dates

July 25

## OTHER PROGRAM REPORTS

(NOT FUNDED THROUGH THE CONSOLIDATED PLAN)

| <b>Division of Extended Learning</b>   | <b>Due Dates</b> |
|--|------------------|
| Demographic Survey of Primary Programs   | May 30           |
| Extended School Services Competitive Grant   | September 1      |
| Evaluation Report  |                  |
| Early Reading End of Year Performance Report   | June 1           |
| Reading Excellence End of Year Performance Report                                    | June 1           |
| <b>Budget Reports (ESS/REA/ERIG)</b>   | Quarterly        |
| Electronic expenditure reports are submitted by the district finance officer to KDE. |                  |

| <b>Division of School Improvement</b>  | <b>Due Date</b> |
|--|-----------------|
| <b>Budget Reports</b>  | Quarterly       |
| Electronic expenditure reports are submitted by the district finance officer to KDE. |                 |

| <b>Division of Student/Family/Community Support Services</b> | <b>Due Date</b> |
|--|-----------------|
| School Health Coordinator Annual Activity Report             | June 30         |

| <b>Division of School Finance</b>                         | <b>Due Dates</b> |
|---|------------------|
| (\$) Attendance:  |                  |
| Growth Factor   | November 1       |
| Superintendent's Annual Report                            | June 30          |
| Professional Staff Data (PSD)/Classified Staff Data (CSD) | October 1        |
| Certification of Allocations to School Councils           | March 15         |
| Tentative Working Budget                                  | May 30           |
| Working Budget  | September 30     |
| Annual Financial Report (close of budget year)            | July 25          |

| <b>Cabinet for Families and Children, Office of FR/YSC</b>                           | <b>Due Dates</b> |
|--|------------------|
| (\$)CFC Master Agreement   |                  |
| (\$)FRYSC Advanced Funding Request   | August 15        |
| (\$)FRYSC Eligibility Count/Continued Funding Request (Dec. 1)                       | January 15       |
| <b>Budget Reports</b>  | Semi-annually    |
| Electronic expenditure reports are submitted by the district finance officer to KDE. |                  |

| <b>Division of School and Community Nutrition</b>                                    | <b>Due Dates</b> |
|--|------------------|
| (\$) Report and Claim for Reimbursement (enrollment, free/reduced price eligible)    | Monthly          |
| Free/Reduced Price Data Report (free/reduced price eligible at end of October, etc.) | November         |

| <b>Division of Pupil Transportation</b> | <b>Due Date</b> |
|---|-----------------|
| Annual Calendar Year Summary Report     | February 28     |